

# **MINGO COUNTY SCHOOLS**

**054 201 BURCH PK-6**

**RT. 3 BOX 4-B**

**DELBARTON WV 25670**

**AllPlans Plan**

**Plan submitted: April 02, 2011**

Paula Hinkle-Brown was hired as the school principal beginning with the 2010-2011 school year.

## Planning Committee

Name	Title	Representation
Amy Fletcher	Kindergarten	*Teacher
Barbara Crigger	Sixth Grade	*Teacher
Bille Marlene Croaff	Third Grade Teacher	*Teacher
Bruce Jones		*Service Personnel
Emma Renn	Title I	*Title I *Teacher
Heather Davis	First Grade	*Teacher *Parent
James Fraley	Special Education Teacher	*Special Education *Teacher
Jeremy Davis	City Council Member	*Business Community
Joy Marie Hunt	Title I	*Title I *Technology
Karen Lester	Parent	*Parent
Lisa Ashurst	Title I	*Title I *Teacher
Melissa Thornsberry	Counselor	*Administration
Pamela Coleman	Fourth Grade	*Teacher *Parent
Paula Hinkle-Brown	Principal	*Administration
Sandra Kaye Porter	Mrs.	*Title I *Teacher
Shellie Woolum	Mrs.	*Parent

**Describe how parents, community and other appropriate stakeholder members are involved in the development and/or revision of the plan.**

Burch Elementary have included an wide variance of school personnel, service personnel, parents and community support leaders to provide a comprehensive focus. The school learning community includes business partners who provide financial, advisory, and technological support. For the first year, we are privileged to include a member of our transportation department, as well as to our Safety committee.

## **Core Beliefs**

1. Students will achieve mastery through school wide support services and scientifically research based curriculum..
2. Burch Elementary is creating the opportunity for students to be successful in the 21st century.
3. Our commitment to high standards is essential to producing educational opportunities for success in the 21st century.
4. Strong instructional leadership and highly qualified personnel are key towards the development of a culture that values every student while building 21st century leaders
5. Parents and community members are treated as valued and respected partners involved in the activities of the school, enhancing student learning.
6. Education for the 21st century should provide a well-balanced program which includes academics, technical skills needed to compete in an ever-changing society, cultural arts, and extracurricular activities.
7. Equal opportunity and success require appropriate resources (human, material, and technological) distributed in accordance with the varying needs of students.

**Mission Statement** Mastery Today For Success Tomorrow

## Data Analysis

**Key Outcome Indicators:** Briefly describe the conclusion reached after examining trend information and benchmark assessments. Then, summarize the overall implications for the Five-Year Strategic Plan.

**External Trend Data:** The Burch Elementary School population consists of the town of Delbarton and surrounding communities. The median household income for the area stands at \$24,848. This is substantially less than the median of \$38,706 for the state of West Virginia. The current trend of student population appears to be growing with larger classroom enrollment numbers in the primary grades and upper elementary grade enrollment remaining constant. However, with this growth in population, there does not seem to be a significant change in ethnic or race demographics. The town of Delbarton government and school officials continue to collaborate in order to meet the needs of all students.

**Student Achievement Data:** The community of Delbarton and its surrounding area was devastated by flooding in May 2009. As a result of this flooding, many students lost their homes, roads were severely damaged, and life was halted for everyone. Burch Elementary was among a handful of schools that were exempt from taking the WESTEST 2 because of this catastrophe. Therefore, no comparison data is available only the results from 2010 WESTEST 2.

In 2010 Burch Elementary achieved AYP. There is a continued trend of improvement year by year towards percent of proficient students in mathematics and reading. The school average (combined grades 3-6) percent of proficient students has risen each year since 2005. In mathematics, the combined school average was 79% in 2008 and 82.5% in reading. In 2007, the combined averages in mathematics and Reading/Language Arts were 76% and 80% respectively. Burch Elementary has made a school-wide commitment towards continued improvement of student achievement. Regular grade level meetings take place in order to assess student learning of CSO's. Teachers communicate with student strengths and weaknesses across grade levels. There is a recognized issue of working to improve on deficiencies that exist in WESTEST scores among students with disabilities. Teachers also review benchmark testing results in an effort to reteach areas of weakness with students.

Teachers use results from DIBELS and Quick Phonics Screener (QPS) to assign students intervention for small group instruction. Students are progress monitored every two weeks and adjustments are made to the intervention plan.

### Other Student Outcomes:

Enrollment at Burch Elementary continues in an upward trend, with larger classes existing in the primary grades. A 96% rate for attendance continues to meet AYP Standards. Discipline at the school continues to be steady and appropriate. The school continues to implement the "Respect and Protect" program, which correlates with the emphasis on character education in West Virginia classrooms. In order to ensure behavior management plans are in place and being implemented walkthroughs are conducted.

Sources:

[wveis.k12.wv.us/nclb/pub/Assessment/graph\\_level.cfm](http://wveis.k12.wv.us/nclb/pub/Assessment/graph_level.cfm)

[wveis.k12.wv.us/nclb/public10/replistD1.cfm](http://wveis.k12.wv.us/nclb/public10/replistD1.cfm)

Source: [wveis.k12.wv.us/nclb/pub/enroll/sumdatapschv2.cfm](http://wveis.k12.wv.us/nclb/pub/enroll/sumdatapschv2.cfm)

### Analysis of Culture, Conditions and Practices:

Monitoring reports show that teachers are working towards establishing a positive learning environment for all students, emphasizing differentiated instruction, and teaching to the needs of the students. Grades K-3 have taken part in Reading First Curriculum, with a 120 minute reading block that includes systematic phonics instruction to improve upon student reading levels. In grades 4-6 students receive 90 minutes of reading instruction with an additional 30 minutes for RTI. Overall climate of the school is quite positive through efforts of staff, faculty, and administration to provide each student with a quality education, while being treated equally and respectfully.

Incorporating technology within the classroom has been an emphasis. Lesson plans contain ways of utilizing technology to enhance learning and acquisition of Content Standard Objects for students. We are continually working towards obtaining the technology tools for our teachers usage, such as an elmo's, projectors, digital camera's, and camcorders. All classrooms in our school now have smartboards.

The OEPA Checklist should be one source of data to assess school or county needs as you prioritize your strategic issues. There are no negative consequences to checking "No" to a high quality standard since the checklist is not used for changing accreditation or approval status or selection for on-site reviews.

## **OEPA Analysis**

### **Prioritized Strategic Issues**

- 1. Students will make incremental annual progress toward reaching 100% proficiency in reading and language arts.**
- 2. Students will make incremental annual progress toward reaching 100% proficiency in mathematics.**
- 3. Teachers will incorporate the 21st century framework for learning into classroom instruction.**

**Students will make incremental annual progress toward reaching 100% proficiency in mathematics.**

1. The percent of students scoring at mastery or above in mathematics in all subgroups will meet a measure for WESTEST 2 using the standard of 63% of the students meeting mastery. School administration will monitor and assess the effectiveness of action steps each month. Adjustments and mid-course corrections will occur as a result of this analysis. School administration will provide on-going support for these initiatives; professional development will be designed to support all plans for implementation along with a 100% adherence to all state/county adopted accounting procedures.
2. Burch Elementary will achieve 63% proficiency in low SES subgroup in math. Burch Elementary will improve students with disabilities' Westest scores to achieve 63% proficiency in math.

Date	Topic	Audience	Mode (Coaching, Learning Community, or Trainer Led)
August 19, 2010	Investigations Elementary Math Program Implementation	BES Staff	Trainer Led
August 26, 2010	Investigations/Envision math technology awareness	Instructional Coach	Train the trainer
September 3, 2010	Investigations Elementary Math Program Technology	BES Staff	Trainer Led
Fall 2010	Book Study	BES Staff	PLC

Burch Elementary staff will evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Core Plan Title I Special Education

Student data is reviewed regularly to update student achievement data and school goals and objectives.

Burch Elementary staff will integrate services and programs for the purpose of assisting students to reach proficiency and advanced levels of academic achievement in mathematics.

Students will be encouraged and coached as they prepare to participate in the Math Field Activities.

Burch Elementary students will have equal access to the computer lab and computers in their classroom as they work on assignments.

Core Plan Title I Special Education Technology

Students will use Waterford and Odyssey math computerized programs to provide Tiered Math instruction.

Burch Elementary teachers will utilize formative assessments instruments and progress monitoring to measure student progress, impact of classroom instruction, and identify students who need additional learning time to meet standards.

Core Plan Title I Special Education Parental Involvement

Students at Burch Elementary will be continuously monitored for math progress using the formative assessment.

Intermediate students will be periodically monitored through benchmark assessments.

Burch Elementary will implement research based strategies for improving student achievement and the staff will participate in sustained professional development.

Core Plan Title I Technology

Staff members and teachers of mathematics in particular will participate in county and state mathematics workshops.

Staff members will seek out on-line opportunities to further their understanding of math instruction strategies.

**Students will make incremental annual progress toward reaching 100% proficiency in reading and language arts.**

1. The percent of students scoring at mastery or above in reading and language arts in all subgroups of the WESTEST 2 will be at 62% or greater.
2. The percent of students in the low SES scoring at mastery or above in reading and language arts on the WESTEST 2 will be 62% or greater.
3. The percent of students in the Special Education subgroup scoring at mastery or above in reading and language arts on the WESTEST 2 will be 62% or greater

<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Mode (Coaching, Learning Community, or Trainer Led)</b>
August 18, 2010	WESTEST 2 Data Analysis	Burch Elementary Staff	PLC
August 19, 2010	Learning Focused Strategies	BES Staff	Trainer Led
September 14-15, 2010	Sonday Training	RLA teachers & Sp. Ed. Teachers	Coaching
September 16, 2010	Incorporating the us of Smartboards/Intelliboards in the classroom	BES Staff	Trainer Led
September 23, 2010	WV Writes	Instructional Coach	Trainer Led-Train the Trainer
October 3, 2010	WV Writes	BES Staff	Trainer Led



Ongoing	Elementary Instructional Coaches	Instructional Coach	Trainer Led
Oct. 8, Nov. 29, Dec. 16, 2010	Effective Coaching w/Steven Barkely	Instructional Coach	Trainer Led
Fall 2010	TechSteps	BES Staff	Trainer Led
Fall 2010	Book Study	Instructional Coach	Learning Community

Burch Elementary will implement professional development to ensure that staff members are able to use technology tools and information.  
Title I Technology

Teachers will attend various county, state, and national conferences to update their teaching skills and practices as they integrate technology into their lessons.

Burch Elementary staff will evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Core Plan Title I Special Education Parental Involvement

Student data is reviewed regularly to update student achievement data and school goals and objectives.

Burch Elementary staff will integrate services and programs in order to assist students in reaching proficiency and advanced levels of academic achievement in Reading and Language Arts.

Core Plan Title I Special Education Technology

Students receive instruction targeting specific skill deficiencies.

Staff members have been trained on implementation of the RTI model, Sonday System, and Read 180 programs targeting instruction for at-risk students.

Students are assessed and placed in the gifted program at Mingo County's Career Center for accelerated instruction to meet their individual needs.

Staff has been trained to implement a project based approach to units of instruction. The implementation of this approach to teaching is designed to meet the needs of all students.

Burch Elementary staff will involve parents in the planning, implementation, and evaluation of the schoolwide program.

Meetings will be held at various times to allow strategic planning committee members the opportunity for input into the plan.

Burch Elementary staff will participate in professional development designed to implement programs and strategies to deliver instruction to at-risk and special education students.

Title I Special Education Technology

Staff members will be trained to use DIBELS and Acuity designed to monitor student progress toward mastery of state CSOs.

Staff members will be trained to implement the RTI model, Sonday System, and Read 180 to use with at risk and special education students.

Burch Elementary teachers will utilize formative assessments instruments and progress monitoring in order to measure student progress, impact of classroom instruction, and identification of students who need additional learning time to meet standards.

Title I Special Education Technology

Teacher will use data analysis from Dibels K-3, Dibels Next 4-6, and Acuity to modify reading instuction as needed for students.

Burch Elementary will implement research based strategies for improving student achievement and the staff will participate in sustained professional development.

Core Plan Title I Special Education Technology

Teachers will attend Ashlock explicit instruction training.

Teachers will use the Sonday System, Read 180, and PCI research based instructional programs.

**Teachers will incorporate the 21st century framework for learning into classroom instruction.**

The students will be provided more access to computers through laptop computers and technology devices and tools.

<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Mode</b> <i>(Coaching, Learning Community, or Trainer Led)</i>
July 20, 2010	Technology Integration in Math Lessons	RESA II Teachers	Trainer Led
August 2010	Technology Integration Specialist	Title I TIS Cohort	Trainer Led and Learning Community
Summer 2010	WV Technology Conference	Title I TIS Cohort	Trainer Led and Learning Community
2010-2011	Odyssey	BES Staff	Trainer Led
2010-2011	Tech Steps	BES Staff	Trainer Led, Coaching, Learning Community
2010-2011	Technology Integration	BES Staff	Trainer Led, Coaching and Learning Community
October 2010	Basic Microsoft Office	BES Staff	Coaching
2010-2011	Technology Integration Book Study	BES	Trainer Led, Coaching, and Learning Community

Burch Elementary will implement professional development to ensure that staff members are able to use technology tools and information.  
Core Plan Technology

**TECH/01:**

**Provide 21<sup>st</sup> century hardware and a stable, state of the art 21<sup>st</sup> century infrastructure for the effective use of technology.**

Title I Technology

Students at Burch Elementary will have equal access to the stationary and mobile computer labs along with computers in their classroom as they work on assignments.

Burch Elementary will purchase technology tools needed by teachers to utilize for intergration of technology into their lessons.

**TECH/02:**

**Focus on 21<sup>st</sup> century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.**

Title I RLIS Technology

Teachers will be trained to use up to date technology software and programs with their students.

Students will be trained to use 21st century tools to complete web based assignments.

Burch Elementary has a technology integration specialist on staff.

**All K-6 students at Burch Elementary will complete all 6 tech steps lessons during the 2010-2011 school year.**

**TECH/03:**

**Ensure that the use of telecommunications and internal connections in the schools will enhance learning.**

Title I Technology

All teachers will have access e-mail accounts to use as they communicate with staff members, students, and parents.

Students will receive e-mail accounts and begin using them to discuss assignments and to submit assignments to their teachers.

**TECH/04:**

**Provide increased access for students and teachers to 21<sup>st</sup> century tools and resources.**

Title I Technology

Since 2008-2009 school year, Burch Elementary has had a Technology Integration Specialist who will train teachers to utilize various software and hardware in their lessons.

Burch Elementary students will have equal access to the computer lab and computers in their classroom as they work on project based assignments.

**TECH/05:**

**Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21<sup>st</sup> century tools and resources.**

Core Plan Title I Technology Parental Involvement

Staff members will be encouraged to use the workshops available on wvlearns to increase their awareness and skills in using 21 century tools and strategies.

**TECH/06:**

**Promote parental involvement and improved collaboration with community/home through the use of 21<sup>st</sup> century tools and resources.**

Core Plan Title I Technology Parental Involvement

Staff members send home newsletters and homework assignments with their students weekly.

Burch Elementary staff maintains a web site. Teachers add assignments and notes to parents on the web site.

Staff members communicate internally using a listserv and with parents and students using web pages, blogs, and wikis.

**TECH/07.**

**Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21<sup>st</sup> century tools and resources.**

Title I Technology

**Burch Elementary staff has been trained on tech steps, making it possible for all K-6 students to complete required tech steps lessons during the 2010-2011 school year.**

**TECH/08:**

**Maintain and repair all 21<sup>st</sup> century tools and internal connections.**

Technology

Burch Elementary has a school based computer systems operator who will ensure that 21st century tools are maintained and repaired.

This action is met through a contract with RESA II.

**TECH/09:**

**To collaborate with adult literacy providers to provide 21<sup>st</sup> century skills for community.**

Technology

Parents will be made aware of the opportunities for literacy education at Mingo County Career Center.



## Title I Schoolwide

### 1a. Provide instruction by highly qualified teachers

For all teachers and all instructional paraprofessionals assigned to the school, list the name, job assignment {including grade level and subject(s)}, and certification/qualifications. Indicate the specific subject assignment(s) and the grade level(s) for all Title I funded teachers.

Name	Postion	Certification
Amy Fletcher Simpkins	Kindergarten Teacher	Multi-Subject K-8
Stella Mullins	Kindergarten Teacher	Multi-Subjects K-8
Jacqueline Hill	Kindergarten Teacher	Multi-Subjects K-8
Karen Curry	Special ED. Aide	Diploma
Kathy Belcher	Kindergarten Aide	Diploma
Donna Hurst	Kindergarten Aide	Diploma
Heather Hatfield	First Grade Teacher	Elementary Ed. 1-6
Rhonda Newsome	3rd Grade Teacher	Elementary K-6
Heather Denise Fitzpatrick	1st Teacher	MA Elem. Ed. 1-8
Heather Davis	1st Teacher	Elementary Ed 1-6
Barbara Stiltner	2nd Teacher	Elementary Ed K-6; MA Educational Leadership
Wendi Hensley	3rd Teacher	Elementary Ed. K-6
Tammy Preece	2nd Teacher	Elementary Ed. K-6

Billie Marlene Croaff	3rd Teacher	Elementary Ed 1-6
Melvin Cunningham	3rd Teacher	Elementary Ed K-6
Theresa Hanshaw	2nd Teacher	Multi-Subjects K-8
Pamela Coleman	4th Teacher	Elementary 1-6; Social Studies 5-8
Orville Hall	5th Teacher	BA Elementary Ed. 1-8
Erin Oliver	4th Teacher	Elementary Ed K-6
Crystal Logan	5th Teacher	Elementary Ed K-6
Karen Politino	6th Teacher	Elementary Ed 1-9; Social Studies 7-9
Barbara Crigger	6th Teacher	Elementary 1-8; Social Studies 1-9
Jeremy Davis	6th Teacher	Elementary Ed 1-6; MA Elementary Ed.
Jessica Cooper	SLP Aide	BS Speech Pathology/Audiology
Leah Musgrave	Speech	Speech/Language Path B-AD Speech/Language Path K-12
Faith Haynes	PE Teacher	Pre-K-Adult PE; Social Studies 7-9
Estalene Lester	5th Grade	Multi-Subjects K-8
Teresa Jarrell	Art	Art K-AD
Melissa Thornsby	Counselor	MA Educational Counseling & Human Development
Joy Marie Hunt	Title I	Elementary Ed. 1-6; Reading Specialist PK-AD
Lisa Ashurst	Title I	Multi-Subjects K-8; Reading Specialist PK-AD



Sandy Porter	Title I	Multi-Subject K-4
Emma Renn	Title I	Multi-Subjects K-8; Reading Specialist K-12; Math 5-8
James Fraley	Special Education	Elementary ED K-6
Amy Maynard	Special Education	Elementary ED K-6
Barbara Cline	Sp. Education Aide	Diploma
Jean Chambers	Sp. Education Aide	Diploma
Kelly Curry	Sp. Education Aide	Diploma
Sharon Francis	Kindergarten Aide	Diploma
Dian Corn	Sp. Education Teacher	BA Special Education MMI; Elementary Ed. Pre-K -6
Deborah Starr	Asst. Principal	Administration K-12
Paula Brown	Principal	Principal Pre K-Adult; Curriculum & Superintendent Instructor; Counselor K-8; 5-12; General Science 5-12
Shawnee Ward	Pre-K Teacher	Multi-Subjects K-8; Early Ed. Pre-K-K
Lori Crist	Pre-K Headstart Aide	Diploma
Martha Jane Carter	Instructional Coach	Elementary Education
Sheryl Wolford	Special Education Aide	Diploma

James Saunders	4th Grade Teacher	Elementary Education 1-6, Reading Specialist K-12, Administration K-AD
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**1b. Highly Qualified Teachers:** Describe the strategies utilized by the *school* to attract and retain highly qualified teachers.

**2. Staff utilization:** List the number of Title I funded staff members for each subject area or position. Describe the utilization of each Title I funded staff including the model of delivery for Title I services and grades served (e.g. in-class, pull out, interventionist for Tier 2 or Tier 3 instruction).

Name of Title I Funded Teacher	Assignment (Reading or Mathematics or Reading/Mathematics)	Description of Title I Staff Member Utilization
Joy Marie Hunt	Title I Reading-Language Arts/Math/TIS	In Class and Pull-Out Model of Instruction for at-risk students. Work with teachers to integrate technology into their daily lessons.
Emma Sue Renn	Title I Reading -Language Arts/Math	In Class and Pull-Out Model of Instruction for at-risk students.
Lisa Marie Ashurst	Title I Reading- Language Arts/Math	In Class and Pull-Out Model of Instruction for at-risk students.
Sandra Kaye Porter	Title I Reading-Language Arts/Math	In Class and Pull-Out Model of Instruction for at-risk students.
Shawnee Ward	Pre-school	Works with preschool students on readiness skills.

**3. Program Overview:** Provide a description of how the school will implement a program that addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards. Include plans for extended time.

Burch Elementary School, is a rural school composed of Preschool thru Sixth Grade with an approxiamte enrollment of 527 students. Approximately 61.74% will receive free or reduced lunch.

The Burch Elementary School staff supports the primary goal that all students, including those considered at risk, will achieve proficiency in Reading and Math. The staff will work together to achieve this common goal in a variety of ways that will teach to individual preferences and learning styles.

**The school has one stationary computer lab and five mobile labs which allow our students to access a variety of resource programs *including the Internet and Microsoft Office*. These computer will be used by all teachers to reinforce and enhance the progression of Reading/Language Arts and Math skills to increase overall academic achievement.**

We will use the Destiny Library Manager which provides on-line access to a database of over 6 million high quality records of books. We anticipate an increase in reading achievement with all children. With the purchase and implementation of the Destiny Library manager, each school will be able to work more efficiently with students and parents about the importance of the library and its resources. Burch Elementary will continue to use the Accelerated Reader Program to increase comprehension and vocabulary. The entire staff will focus on the quality Tier I instruction and necessary Tier II & Tier III instruction through in class and pull-out models. Supplemental instruction will be given to students who have not yet mastered the concepts in Reading, Language Arts, and Math as evidenced by the individual student WESTEST 2 data or Dibels results. In addition, all teachers will ensure that student readability levels will increase by requiring students to meet or exceed their individual reading goals in the Accelerated Reading Program. Furthermore, the staff will bring the entire Language Arts component together by using the four square method of teaching writing.

Our staff has selected a new reading program that is scientifically based. Scott Foresman Reading Street program has systematic implicit instruction for students. K-3 teachers are using Dibels and a quick phonics screener to identify students in need of either strategic or intensive intervention. All students will be assessed 3 times annually with the at-risk students being progress monitored bi-weekly. Teachers will monitor all students informally each week. **Students in grades 4-6 are assessed using Scott Foresman's on-line placement test to identify students in need of strategic or intensive intervention**

**Students in grades 3-6 will be given a benchmark assessment using the "Accuity" website to evaluate student progress. This test targets specific CSO's while the results of the benchmarking will guide classroom instruction. Teachers will be able to differentiate instruction in the core subjects based on these results to keep students on target for WESTEST 2 success.**

Administrators, teachers, parent assistants, and Title I staff members will develop and implement parent involvement programs that will lead to student success by creating positive attitudes and a spirit of cooperation among the students, teachers, parents, and community. Special efforts will be made to include the parents of at risk students in any and all parent involvement programs. At-risk students will be encouraged to participate in extended learning activities. Parents will be kept informed of their child's progress through written reports, students work packets, parent-teacher conferences, and other means of communication throughout the school year. **Administrators and teachers will communicate with parents using edline to keep them informed of student progress along with regular progress reports.**

**Time** will be set aside for teachers to meet in grade-level meetings to analyze testing data and to plan reteaching strategies. Students will be assessed regularly and teachers will adjust instructional strategies in order for at-risk students to be given every opportunity to experience success and to attain grade level competencies.

Teachers will inform parents of their child's progression through written report, Open House, parent-teacher conferences, and other communicational modes throughout the school term. Collaboration between teachers and parents will take place on an "as needed" basis to address individual needs. The parent assistant will aid teachers with instruction, where needed, and assist with home contacts..

Training will be provided to parents to enable them to help their children at home. There will also be sessions to instruct parents on how to assist teachers in the classroom, in the computer lab, and with the Accelerated Reading Program.

K-3 teachers will use their Palm handhelds to assess students using DIBELS.

Staff development has been established to improve instruction and school climate. Workshops in regard to Accelerated Reading Program, Odyssey, and Comprehensive literacy Program will aid in this area.

The Title I Staff will provide re-teach and enrichment activities for at risk students during Pull-Out Sessions. These pull-out sessions will include intensive reading instruction for identified students using data.. These sessions will provide drill through the use of games, flash cards, trade books, Accelerated Reader Program, Compass Learning, Waterford Reading and Math, and other supplemental materials as available.

**We have a longer school day which allows the incorporation of a WTI instructional period in the master schedule to meet the needs of all students.** Our students also take part in Energy Express during the summer. **Afterschool is planned to assist students in third grade with reading and math skills.**

The Preschool/Head Start class at Burch Elementary will enrich the fine and gross motor skills of the PreK students through the use of hands on activities and directed play. The students will increase their oral language skills and knowledge base through circle time and center activities.

**4. Transition Plan: If applicable based on the school's grade configuration, describe the assistance provided for *preschool children* in the transition from the WV Pre K - System to elementary school programs.**

A transitional screening and orientation day is held annually at Burch Elementary. It is designed for prospective kindergarten entrants. These entrants and their parents will tour the building, listen to a kindergarten preview, enjoy read-aloud by the Title I staff, and have refreshments in the hospitality room. They will receive readiness packets and proceed to the cafeteria for lunch. The transitional day will be a collaborative effort by the Title I staff, Special Education staff, Nursing staff, Parent Assistants, and Head- Start Agencies. All entrants will be screened in the areas of vision, hearing, speech, and dental health. Registration will also be completed on this day.

The staff of Burch Elementary provides for the transition from one grade to the other in our school by having prospective teachers visit with students and inform them of the expectations for the next school year. The students will receive summer word lists and information that will allow them to prepare for the beginning of the new school year. The Pre-K/Head Start class transitions in the same format as other students who have spent the year at our school.

#### 5. Parent Involvement:

<i><b>Parent Trainings/Workshops</b></i>			
<b>Title of Session</b>	<b>Provide a brief description of the session</b>	<b>Presenter</b>	<b>Date</b>
Parent Involvement and Volunteering	Parents will be trained as to their role as a parent volunteer in the school.	Christy Tilley-County PERC/Title I Staff	9/9/10
Interpreting Data and Reading Reports	Parents will be trained to read and interpret data on parent assessment reports.	Missy Thornsberry/ Title I Staff	9/30/10
21st Century Tools and Skills	Parents will be introduced to the 21st Century tools teachers use during instruction and the skills their children will need to be confident 21st Century citizens.	Joy Marie Hunt/ Title I Staff	11/9/10
Math Program Use	Parents will be introduced to many of the procedures used in mathematics instruction with their children.	Emma Renn/ Title I Staff	10/28/10
Open House	Parents will have individual meeting with their children's teachers.	Burch Elementary Faculty	8/24/10
School Year In Review/May Awareness Meeting	Parents will receive information on the school year at Burch Elementary and ways to assist their children during the summer months.	Title I Staff	5/25/11
Read Aloud	This workshop is to teach parent volunteers how to do a Read Aloud to a class and to schedule volunteers for the current year Read Aloud program.	Christy Tilley-County PERC/Title I Staff	9/9/10
Health and Wellness	This workshop is to train parents to make healthy choices for their families.	Lisa Ashurst/ Title I Staff	11/10/10
Reading Games	This workshop is to make parents of the Reading Games available for use.	Joy Marie Hunt/ Title I Staff	3/2/11
Multi-Cultural Awareness	This workshop will make parents aware of the many cultures found globally.	Sandy Porter/ Title I Staff	2/14/10

<i>Other Activities and Correspondence for Parent Involvement</i>	
Activity or Correspondence	Frequency
Open House/Data Portfolio Review	Twice annually
Individual Parent Teacher Conferences	Upon parent request
School Newsletter	Monthly
Head Start Transition Day	Annually
Veteran's Day Program	Annually
School Web Site Information Available	Daily
Coal Fair Activities	Annually

**6a. Parent Involvement Policy:** Enter the school's parent involvement policy that includes the required components from NCLB §1118(b)(1) and §1118(c)(1-5). The WVDE Title I template is initially provided but can be replaced with your parental involvement policy.

## School Parental Involvement Policy

Burch Elementary

### PART I. GENERAL EXPECTATIONS

The **Burch Elementary** agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full

opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how funds reserved under this part are spent for parent involvement activities. The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide parental involvement activities under section 1118 of the ESEA in the areas of improving student achievement, child development, child rearing and additional topics parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

## **PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The School Parental Involvement Policy shall include a description of how the school will implement or accomplish each of the following components. *[Section 1118, ESEA.]*

1. The **Burch Elementary** shall take the following actions to involve parents in the joint development and review of its school parental involvement policy under section 1118 of the ESEA: The staff will extend an invitation to the parents to become members of the Parent Involvement Planning Committee. Meetings will be scheduled to brainstorm various parent involvement activities. Parents will receive invitations in a timely manner, to all parent workshops and activities. Surveys will be sent regularly to provide all parents an opportunity to make any suggestions concerning the Parent Involvement Program at Burch Elementary. Parents will be kept informed of their child's progress through progress reports, telephone, email and US Postal

service.

2. The **Burch Elementary** shall take the following actions to involve parents in the process of planning, joint development of the program, review and improvement of programs under Title I Part A of the ESEA : Title I and Special Education will collaborate with the Parent Involvement Planning Committee to implement workshops and activities for the school. The Burch Elementary School's Parent Educator Resource Center (PERC) representative will assist in collaboration by sharing information and providing information to parents. The PERC representative shares information obtained at county level meetings with the Parent Involvement Committee Members. The Parent Involvement Committee will strive to include parents of children with exceptionalities to provide input in the development of the Parent Involvement Committee.

3. The **Burch Elementary** shall hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will invite all parents of children participating in Title I, Part A programs to this meeting. The staff of Burch Elementary will convene an annual meeting which informs parents of their school's participation in the Title I program. The annual meetings will occur at the beginning of the new school term and another one at the beginning of the second semester. Parents are informed of the programs and services which are offered at the school. These programs include: Accelerated Reader, First in Math, Emgames, Waterford, Destiny Library, Accelerated Math, Compass Learning and Reading First. The Title I staff provides an explanation of the curriculum in use, forms of assessment utilized to measure student progress, and the proficiency levels students are expected to meet. Parents are encouraged to volunteer at the school.

4. The **Burch Elementary** shall provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. At bi-annual informational meeting, the Title I staff provides an explanation of the curriculum in use; for example, Reading First, Comprehensive Literacy, Everyday Math, and Connected Math are. Forms of assessment utilized include STAR diagnostic test, DIBELS Benchmarking and Progress Monitoring, I Know Reading and Math Benchmarks to measure student progress and the proficiency levels students are expected to meet on each assessment tool are also discussed.

5. The **Burch Elementary** shall, at the request of parents, provide opportunities for regular meetings, held at flexible times,

for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by: holding individual parent-teacher-student conferences when requested, providing parents with appropriate materials to ensure academic success for their child, and schedule curriculum based workshops which address parent concerns and needs. Parents of children with disabilities are given flexibility to attend meetings according to their schedule.

6. The **Burch Elementary** shall provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by: Individual student reports are sent home to parents explaining their child's performance on the State assessment (WESTEST, 4<sup>th</sup> grade Writing Assessment). A workshop is held to inform parents on how to analyze the result of the State assessments.

7. The **Burch Elementary** shall take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002): Letters will be mailed from the central office personnel department to parents of children who have been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002). The school principal receives notification of a teacher who is not highly qualified.

8. The **Burch Elementary** shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below –

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments (APTA), the requirements of Title I Part A,
- how to monitor their child's progress, and
- how to work with educators:

The staff will send home to parents a copy of the state's academic content standards for the appropriate grade level and the state's student academic achievement standards. Brochures of the state and local academic assessments including alternate assessments will be sent home to parents of participating students. At the annual informational meeting, parents will be informed of the educational opportunities which exist under the requirements of Title I Part A. Parents will be gain knowledge on how to monitor their child's progress as well as how to work with educators.



9. The **Burch Elementary** shall provide materials and training to help parents work with their children in the areas of improving student achievement, (including literacy training and using technology) child development, child rearing and additional topics parents may request. Parent workshops are held on several topics which include literacy, technology, mathematics, assessment, and child rearing practices. At these workshops, parents may request additional material or information on the above topics. All parent requests are given high priority.

10. The **Burch Elementary** shall, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Professional development in the form of recent scientifically based research article will be held on how to educate school personnel on how to communicate with, and work with parents as equal partners in the value and contributions of parents and develop positive rapport with parents. Central office Title I personnel and the resource room will disseminate informative articles and brochures.

11. The **Burch Elementary** shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: The staff of Burch Elementary, educational partners (Head Start) and community members will meet to plan transition from Head Start/Pre-School to Kindergarten. Head Start/Pre-School and Kindergarten staff conducts home visits at the beginning of each school term.

12. The **Burch Elementary** shall take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative

formats upon request, and, to the extent practicable, in a language the parents can understand: The central office staff and the PERC staff will work with Burch Elementary to review printed materials to ensure that it is written in a simple language for all parents to understand. All newsletters, letters, memos, brochures, and booklets will be distributed in a language which is easily understood. Burch Elementary special meetings and activities will be announced by utilizing the school's web page, local newspaper and other media sources.

### **PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)**

**NOTE:** The School Parental Involvement Policy **may** include additional information and describe other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

### **PART IV. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agenda and sign in sheet of orientation meeting.

This policy was adopted by **Burch Elementary** on **September 9, 2010** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 28, 2010.**

Paula Hinkle-Brown  
(Signature of Authorized Official)

September 9, 2010  
(Date)

**6b. School-Parent-Compact:** Enter the school's School/Parent Compact that includes the required components from NCLB §1118. The WVDE Title I School-Parent Compact is initially provided but can be replaced with your School-Parent Compact.

### **School-Parent Compact**

**NOTE:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

\* \* \* \* \*

### **SCHOOL-PARENT COMPACT**

The Burch Elementary staff, and the parents of the students participating in activities, services, and programs funded by Title I,

Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

## **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**(provisions bolded in this section are required to  
be in the Title I, Part A school-parent compact)**

### **School Responsibilities**

The Burch Elementary staff will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*The staff at Burch Elementary utilizes the most current programs which are scientifically research based. These programs are conducted in a positive learning environment.*

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held during Open House, end of first semester and around spring break.

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Report cards will be sent home every nine weeks, STAR reports will be sent home twice a year, Accelerated Reader points will be sent home every nine weeks, WESTEST 2 scores, DIBELS home connections will be sent home following each benchmark, teachers will randomly contact parents by telephone.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Parents may call the school to schedule a conference with the teacher every day during his/her planning period, teachers are

available for conference times during the school year's instructional support and enhancement days, as well as the scheduled parent teacher conferences, and any PTO meetings.

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

At the beginning of every school year, our Title I staff conducts training for parent volunteers. All parents are encouraged to volunteer. Parents may also observe any classroom activity as long as it has been prescheduled with the principal and teacher.

**Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

*[Describe the ways in which parents will support their children's learning, such as:*

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

??

**Student Responsibilities (revise as appropriate to grade level)**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

**Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)**

The Burch Elementary staff will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Burch Elementary staff will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

<u>Burch Elementary</u>	_____	_____
School	Parent(s)	Student

_____	_____	_____
Date	Date	Date

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

7. Describe how parents are involved in the planning, implementation, and evaluation of the Title I program.

A school wide survey is sent to parents twice a year asking for their suggestions on the school wide program. Parents are members of the strategic planning committee. Parents are given opportunity for input into the planning of the school parent trainings at the parent workshops.

**8. Describe how the school coordinates and integrates federal, state and local services and programs with the school's Title I program.**

Burch Elementary coordinates our funds to deliver high quality instruction to our students. Using the various funding sources Burch Elementary now has digital whiteboards in every classroom. Students use the school library daily.

**9. Describe the procedures the school utilizes to include teachers in the decisions regarding the use of academic assessments (both summative and formative) to improve the overall instructional program and ensure effective timely assistance to students experiencing academic difficulties.**

Burch Elementary utilizes DIBELS assessment for K-3 students. This enables teachers to gather information regarding students academic standing in Reading. Any deficiencies are identified and differentiated instruction is implemented. Students are Benchmarked three times a year and progress monitored bi-weekly. Classroom teachers provide informal assessments of vocabulary and fluency weekly. Students are also administered a QPS (Quick Phonics Screener) three times a year. This provides teachers with information regarding students skills phonemic awareness. If deficiencies are assessed, classroom teachers and support staff work cooperatively to ensure differentiated instruction for targeted students. The services of an interventionist are integrated for those students who fall within the parameters of intensive.

The teachers in grades 1-6 administer an on-line Scott-Foresman baseline test at the beginning of the school year. The screening includes vocabulary and comprehension assessments. This aids teachers with necessary tools to differentiate their reading instruction. These same students are administered the on-line Scott-Foresman year end baseline test to measure student growth.

Benchmark assessments will be conducted twice a year in Reading and Math. This provides information for the staff regarding whether CSO's have been met. If deficiencies occur then instruction will be modified. WESTEST 2 will be given in May 2011 to check for student progress made throughout the year. These benchmark assessments include Acuity benchmark assessments and Scott Foresman Reading and Math benchmark assessments.

**10. Describe how the school annually evaluates the implementation of and the results achieved by the school wide program using the State assessment and other indicators to revise the plan to ensure continuous improvement.**

The staff reviews student assessment data analysis for any deficiencies. Instruction is geared toward correcting CSO deficiencies to enable students to achieve mastery and above. All students that are novice and below mastery are identified so that differentiated instruction will be utilized to assist students in mastery and above. Students are identified in the tier program so that they will perform more successfully on the WESTEST 2.

The students take an on-line Acuity Benchmark in preparation for WESTEST 2 twice a year. This enables the staff to monitor mastery of CSO's.

Each week grade level team meetings are conducted to review and adjust instruction for CSO mastery. Students utilize the Compass program which reinforces CSO's in Reading and Math which need to be addressed. Students also utilize Waterford and First in Math which helps them to meet mastery on the WESTEST 2.



Burch Elementary is also participating in the READ 180 program. This program allows students who scored partial mastery and/or below mastery in reading to improve reading skills and comprehension by using technology, small group instruction, and independent reading. Weekly progress reports are viewed to see how students are progressing in Reading.

**11. Professional Development: Describe how the school provides sustained, ongoing professional development for teachers, principals, and other pertinent school staff. (e.g., professional learning communities, collaborative planning, coaching). The description should indicate how often these activities occur and how the outcomes of the activities are monitored and evaluated for effectiveness.**

**Describe how the school trains teachers to work with parents.**

Staff at Burch Elementary School are offered various types of professional development from the national level, state level, county level and school level. Our teachers choose the professional development that will assist them in updating teaching strategies that will enhance student academic achievement. Our professional development is on-going throughout the school year. The outcomes of professional development are monitored through professional development logs on the county. Also student achievement is another method for evaluating professional development.

Our Instructional Coach collaborates with teachers weekly for grade level team meetings which provide feedback among teachers as to what type of teaching strategies are working with each class. This gives teachers the opportunity to adjust instruction to meet specific needs of the students.

Burch Elementary has updated computers in the classrooms and school computer lab. All class rooms have computers with Windows XP or Vista though more are needed. We have a computer lab with 28 XP computers. Burch Elementary also has four mobile computer lab with 25 laptop computers each using either Windows Vista or XP operating systems. We also have a mini mobile lab with 25 mini laptops for use by our students as well.

All teachers have laptops to use in preparing and delivering lessons using 21st century tools and skills. Every classroom now has a digital whiteboard.

RESA II provides repairs and maintance of the computers at Burch Elementary through services contracted by Mingo County Schools.

Schools and counties should analyze digital divide survey reports as a needs assessment for technology planning.

[Digital Divide](#)

[Student to Computer Ratio, Teacher to Computer Ratio, Bandwidth Implementation](#)

Summarize concerns from the analysis of the survey.

At Burch Elementary we are working toward meeting the needs of students and teachers by constantly updating our technology tools. We now have four mobile labs for use by our students in preparing projects, completing daily assignments, and regularly scheduled assessments. We also just recently purchased a mobile lab with mini laptops to be used by our students.

Each classroom has a teacher presentation station which includes a laptop, data projector, document camera, and electronic whiteboard. These technology tools allow for technology integration into daily lessons.

Our teachers have received several training on integrating technology into their lessons at the state, county, and school level. We have a dual role teacher/technology integration specialist on staff to assist teachers with ideas for integrating technology into lessons.

## Section 1: Profile Information

### 1.1 School Profile - Please type in the total numbers within your school for the following locations

Location	Total Number
Classrooms:	<input type="text" value="27"/>
Buildings:	<input type="text" value="1"/>
Administrative Offices:	<input type="text" value="4"/>
Non-Instructional Offices:	<input type="text" value="4"/>
Library Media Center:	<input type="text" value="1"/>
Stationary Computer Lab:	<input type="text" value="1"/>
Mobile Computer Lab:	<input type="text" value="5"/>
Students:	<input type="text" value="527"/>
Grade Configuration:	<div>Pre-Kindergarten ▾ - Grade 06 ▾</div>

#### School Web Page Address:

<http://www.edline.net/pages/BurchElementary>

#### Definitions

Classrooms	Any room where instruction takes place on a regular basis
Buildings	For E-Rate purposes indicate the number of buildings at this location
Administrative Offices	e.g., Administrators, Guidance Counselors, School Support Personnel
Instructional Offices	e.g., Teacher offices or instructional workrooms
Stationary Computer Labs	Fixed locations containing multiple computers for sign-up use by classes or groups of individuals (not a lab where classes are assigned to meet every day - count this as a classroom)
Mobile Computer Labs	Portable carts containing multiple laptop computers that can be transported to a variety of locations

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### Classroom Connectivity Information

#### Network Connectivity in Classrooms

Complete the table below indicating the total number of classrooms for each different type of network connectivity listed.

#### Number of Classrooms with these types of Network Connectivity

Number of Classrooms with Internet Access	<input type="text" value="32"/>
Number of Classrooms without Internet connectivity	<input type="text" value="0"/>

#### Connectivity

Consider all computers (desktops and laptops) in the school to answer the following:

Total Number of Computers (desktops and laptops)	Number of Computers with Network Connectivity
Number of computers (desktops and laptops) in the school with Internet access	<input type="text" value="161"/>
Number of drops in the school (drops are defined as wired connections that access the Internet)	<input type="text" value="160"/>

Do you have wireless connectivity in the school?

☒ Yes ☐ No

How many computers in the school can connect to the wireless network?

161

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**Section 3 and 4: Desktop, Notebook and Netbook Computers**

		Windows XP	Windows Vista	Windows 7	Apple OSX	Linux	Totals
<b>Administrative Computers</b>	<b>Desktops</b>	2	1	0	0	0	3
	<b>Notebooks</b>	4	3	0	0	0	7
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Non-Instructional Computers</b>	<b>Desktops</b>	0	0	0	0	0	0
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Classroom/Student Computers</b>	<b>Desktops</b>	67	18	0	0	0	85
	<b>Notebooks</b>	1	0	0	0	0	1
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Classroom/Teacher Computers</b>	<b>Desktops</b>	0	1	0	0	0	1
	<b>Notebooks</b>	3	15	0	0	0	18
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Library Media Centers</b>	<b>Desktops</b>	1	3	0	0	0	4
	<b>Notebooks</b>	0	1	0	0	0	1
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Stationary Lab</b>	<b>Desktops</b>	28	0	0	0	0	28
	<b>Notebooks</b>	0	0	0	0	0	0
	<b>Netbooks</b>	0	0	0	0	0	0
<b>Mobile Lab</b>	<b>Desktops</b>	0	0	0	0	0	0
	<b>Notebooks</b>	76	25	0	0	0	101
	<b>Netbooks</b>	0	25	0	0	0	25
<b>Totals</b>		182	92	0	0	0	274

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10/14/2010 11:10 by  
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**Section iPads: iPads**

iPads	
Administrative Computers	<input type="text" value="1"/>
Non-Instructional Computers	<input type="text" value="0"/>
Classroom/Student Computers	<input type="text" value="0"/>
Classroom/Teacher Computers	<input type="text" value="0"/>
Library Media Centers	<input type="text" value="0"/>
Stationary Lab	<input type="text" value="0"/>
Mobile Lab	<input type="text" value="0"/>
Total Number of iPads in School	1

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### Section 5: Connectivity

#### Connectivity

**Consider all computers (desktops and laptops) in the school to answer the following:**

Total Number of Computers (desktops and laptops)

Number of Computers with Network Connectivity

Number of computers (desktops and laptops) in the school with Internet access

Number of drops in the school (drops are defined as wired connections that access the Internet)

Do you have wireless connectivity in the school?

☒ Yes ☐ No

How many computers in the school can connect to the wireless network?

Section last modified 10/06/2009 20:10 by jmhunt@access.k12.wv.us

### Section 6: Equipment Count

**How many rooms in the school have telephone drops (service)?**

**Count all rooms including administrative and offices.**

**Of these rooms, how many of these classrooms in the school have telephone drops (service)?**

#### Projection Devices

**Complete the table below indicating the total number of projection devices (i.e., Data Projectors, LCD panels, etc. Does not include overhead projectors) for each category.**

Projection Devices

Mobile	Mounted Permanently	Totals
<input type="text" value="3"/>	<input type="text" value="29"/>	<b>32</b>
<input type="text" value="1"/>	<input type="text" value="29"/>	<b>30</b>

Projection Devices

Electronic White Boards

Section last modified 10/14/2010 11:10 by jmhunt@access.k12.wv.us

## Section 7: Professional Development

**WV is required by E-rate (the federal funding that provides Internet access in the schools) to track the amount of professional development course that WV teachers have taken in order to use technology to improve student achievement.**

**Courses could include the following BSCE training, SUCCESS training, Reinvent training MARCO POLO, Connected University, EETT training course, EdVenture training courses, technology planning seminars, etc.**

**In order to answer this question, the teachers may need to be surveyed individually or by a show of hands at a faculty senate/or faculty meeting. A survey to use is available.**

**Estimate the number of teachers in the school in the previous school year that have received training in technology integration to improve student achievement.**

7.1 Number of teachers in the school.

7.2 Number of teachers trained for 0 hours.

7.3 Number of teachers trained for 1-5 hours.

7.4 Number of teachers trained for 6-15 hours.

7.5 Number of teachers trained for 16-25 hours.

7.6 Number of teachers trained for 26-50 hours.

7.7 Number of teachers trained for more than 50 hours.

7.8 Total number of teachers trained in the school (Should match 7.1).

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**Click here for survey that can be distributed to teachers in mailboxes/or questions that may be asked at a faculty senate meeting. [Digital Divide Teacher Survey](#)**

Section last modified 10/14/2010 11:10 by jmhunt@access.k12.wv.us